

2012 Summer Institute:

“Assessments for Japanese Language Instruction”

July 10-13, 2012



Evaluation Report

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INTRODUCTION

The 2012 NFLRC Summer Institute (SI) was held from July 10th through July 13th, 2012. The theme of the institute was “Assessments for Japanese Language Instruction.” This was a unique opportunity for postsecondary Japanese language educators who intend to promote useful and appropriate assessment practices in their home institutions.

Twenty college Japanese instructors from diverse institutions across the United States participated in the institute. Over the four-day workshop, the SI participants engaged in lectures, hands-on activities, discussions, and project development sessions. This report provides an overview of the SI logistics, program content, and summative evaluation findings of the institute.

OVERVIEW OF THE SUMMER INSTITUTE

Summer Institute Staff

The Summer Institute was run by two facilitators (Dr. Kimi Kondo-Brown and Dr. James Dean Brown), supported by two assistant facilitators (Waka Tominaga and Yukiko Watanabe), a coordinator (Jim Yoshioka), and IT specialists (Richard Medina and Clayton Chee). Dr. Kimi Kondo-Brown is a faculty member in the Department of East Asian Languages and Literatures and the Associate Dean of the College of Languages, Linguistics, and Literature at the University of Hawai‘i at Mānoa. She is the author of the assessment textbook (“Introduction to assessment for Japanese language teachers”) the SI content was based on and gave morning and afternoon lectures. Dr. James Dean Brown is a professor in the Department of Second Language Studies and specializes in language testing, curriculum design, and program evaluation. He gave public lecture sessions and provided individual project feedback during the SI. The two assistant facilitators, Waka Tominaga and Yukiko Watanabe, are Ph.D. candidates at the University of Hawai‘i at Mānoa with extensive experience in language assessment. They gave short lectures on special topics and provided support for developing the academic content of the SI. Jim Yoshioka is the program coordinator at the NFLRC and handled key logistical duties, including SI publicity, application, and event coordination. Last but not least, Richard Medina and Clayton Chee (the Language Learning Center) provided important IT support.

Participant Selection and Participant Profiles

A total of 37 applications were received. Of these applicants, 32 applicants were from U.S. institutions and five applicants were from outside the U.S. (one from Australia, Singapore, South Korea, and two from Japan). A total of 23 were admitted based on the strength of their purpose statements, the potential impact of their proposed project at their home institution, and applicants' topical interest. In order to enhance diversity and impact, institutional type, size, and location were also balanced to the extent possible. Among those who were admitted, three ended up not participating in SI for various reasons, resulting in a total of 20 participants.

The 20 were from U.S. institutions (three were local participants from Hawaii). Participants were all college Japanese language faculty from various types of institutions from community colleges ($n = 4$) to a large research university ($n = 9$). Among the participants, three indicated that they hold a coordinator/director role in the program.

Participant Needs

Participants' needs were identified via application materials in order to ensure that the content is relevant to what they want to gain. The application form solicited participants to rate their topical interest on a four-point scale (1 = not interested at all, 4 = very interested). The topics came from the textbook that was used in the SI (Kondo-Brown, K. (2012). *Introduction to assessment for Japanese language teachers*. Tokyo, Japan: Kuroshio.).

In general, participants expressed interest in most of the topics, but less on assessment topics related to teacher education/training. Therefore, teaching portfolios, practicum observations and feedback, assessment of teaching practicums, and the role of the syllabus were either dropped or de-emphasized from the SI lecture content. Additional priority interests/needs raised by the participants included the following:

- Assessment issues addressing Multiple Intelligences/Multiple Skills
- Interested in how to assess cultural understanding
- Program evaluation, assessment of group work, anonymity issues, etc.
- Testing materials that take into consideration the different learning styles and challenges facing students

Table 1 displays participants' topical interest in mean-rank order. The selected topics for the SI are indicated with a check mark.

Table 1. *Participants' Topical Interest*



Topics	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Selected topics</i>
Validity of achievement/classroom tests	21	3.90	0.30	✓
Program-level student learning outcomes assessment	21	3.90	0.30	✓
Question development & response formats	21	3.86	0.36	✓
Item quality analysis	19	3.79	0.42	✓
Validity and reliability	20	3.75	0.44	✓
Oral performance assessment	21	3.71	0.56	✓
Composition tests and scoring	21	3.71	0.46	✓
Placement tests	21	3.71	0.56	✓
Diagnostic, formative, & summative	19	3.68	0.48	✓
Theorizing & assessing communicative competency	21	3.67	0.48	✓
IRT & computer-adaptive testing*	17	3.65	0.49	✓
Self-assessment	21	3.62	0.59	✓
Program exit surveys	21	3.62	0.50	✓
Score consistency & rater training	21	3.57	0.60	✓
Japanese proficiency guidelines & tests	21	3.52	0.60	
Oral proficiency--ACTFL OPI	21	3.52	0.60	✓
Determining & reporting grades	21	3.33	0.66	✓
Teaching portfolio	21	3.29	0.85	
Practicum observations & feedback	21	3.24	0.89	
CRT vs NRT	18	3.22	0.55	✓
Role of syllabus	21	3.14	0.73	
Assessment of a teaching practicum	21	3.00	0.95	

Program Overview

The first three days of the four-day program generally followed the following format: a morning lecture/hands-on session led by Dr. Kimi Kondo-Brown, a public morning lecture session led by Dr. James Dean Brown, an afternoon lecture/hands-on session (by Dr. Kondo-Brown), and a special topic session. At the end of each day, there was an open lab session to allow participants to develop their assessment projects. The final day was dedicated to individual presentations and feedback on participants' assessment projects.

In addition to the academic sessions, social events were organized by the NFLRC to allow networking opportunities. For example, a welcome reception was held the day before the first SI

session and a closing luncheon was held on the final day of the SI. A detailed schedule with topics covered in each session is shown below.

	Tuesday (DAY 1)	Wednesday (DAY 2)	Thursday (DAY 3)	Friday (DAY 4)
8:30-9:00AM	Breakfast (Coffee & light snacks)			
9:00-10:30AM (90 minutes)	<p>●評価をどう捉えるか (What is assessment?)</p> <p>●役に立つ評価とは (What is a useful assessment?)</p> <p>▲Task 1 (Pre-institute self/peer assessments of assessment tools for projects)</p>	<p>●「コミュニケーション能力」とは (What is “communicative competence”?)</p> <p>●口頭のパフォーマンス評価 (Oral performance assessment)</p> <p>▲Task 4 (Rating oral performances using different types of scoring sheets/rubrics)</p>	<p>●言語プログラムの学習成果アセスメント (Assessing learning outcomes of language programs)</p> <p>★Yuki's presentation on a Japanese outcomes assessment case study</p>	<p>◎ Participant presentations (6 presentations)</p> 
10:30-10:45AM (15 minutes)	Break (Coffee & light snacks) 			
10:45AM-12:15PM (90 minutes including Q&A)	○Writing good quality language test items (Open to the public)	○Alternative assessments and rubrics (Open to the public)	○Item analysis for language tests (Open to the public)	◎ Participant presentations (6 presentations)
12:15-1:15PM (1 hour)	Lunch break 			
1:15-3:00PM (105 minutes)	<p>●言語テストに関する基本事項 (Fundamental issues in language tests)</p> <p>▲Task 2 (Test validity check)</p> <p>●テストの出題方法と解答形式 (Test question methods and response formats)</p> <p>▲Task 3 (Write test items for written tests)</p>	<p>●筆記テスト (書きタスク・作文) の評価 (Assessing written tests)</p> <p>▲Task 5 (Rating written tasks)</p>	<p>▲Task 6 Item analysis practice (run by JD ~2:00pm)</p> <p>●能力テストとしての ACTFL OPI (ACTFL OPI as a proficiency test)</p> <p>★Waka's presentation on OPI samples</p>	<p>◎ 1:15-2:30pm: Participant Presentations (5 presentations)</p> <p>2:30-2:45pm (break)</p> <p>2:45- 3:45pm: Participant Presentations (4 presentations)</p>
3:15-4:00PM (45 minutes)	<p>Work on your project individually or in groups.</p> <p>If some of you are interested in learning about the following topics from 3:15pm to 4:00 pm between Tuesday, Wed, or Thursday, please let Jim know:</p> <p>-Online content-based teaching materials for advanced learners〜クリティカル思考を養う〜ステップアップ上級日本語 (Tuesday by Waka)</p> <p>-Constructing and using an online oral test using the Rich Internet Applications for Language Learning (Wednesday by Yukiko)</p> <p>-Item Response Theory or any other advanced testing topics (Thursday by JD)</p>			<p>4:00-4:30pm</p> <p>- Submit post-institute self-assessments</p> <p>-Wrap-up and Evaluation (online)</p>
Free time	  			

SUMMATIVE EVALUATION

A summative evaluation of the Summer Institute was conducted on the final day of the institute (see Appendix A for the instrument). Participants took an online evaluation survey that solicited feedback on logistics, staff support, academic component of the institute (e.g., content, materials, and facilitation), and the intended learning outcomes of the institute. The survey response rate was 95% (19 out of 20 participants).

1. Logistics, Support, and Pre-institute Communication

Overall, participants were highly satisfied with the logistics, support, and pre-institute communication. This is evidenced by high ratings ($m > 4.25$ on a five-point agreement scale) on all aspects of the organizational side of the SI listed in Table 2. Among the logistics, the least satisfactory was the length of the workshop ($m = 4.26$). Many respondents provided comments and suggestions in the open-ended follow-up questions, which I have summarized below.

Table 2. *Satisfaction with the SI*

	<i>n</i>	<i>m</i>	<i>sd</i>	Strongly disagree				Strongly agree	
				1	2	3	4	5	
Pre-institute communication, logistics, staff support									
1) The information I received about the Summer Institute workshop prior to coming was adequate for my needs	19	4.89	0.32	0%	0%	0%	11%	89%	
2) The workshop was well organized and well run	19	4.89	0.32	0%	0%	0%	11%	89%	
3) The staff was helpful	19	5.00	0.00	0%	0%	0%	0%	100%	
4) The workshop facilities and technical support were adequate	19	4.74	0.45	0%	0%	0%	26%	74%	
5) The length of the workshop (4 days) was appropriate	19	4.26	0.81	0%	5%	5%	47%	42%	
6) I enjoyed the overall format of the workshop (lectures, demos, hands-on work, project work / presentations, etc.)	19	4.89	0.32	0%	0%	0%	11%	89%	

Information prior to the SI: More information on the final project and housing. Two respondents wished that they had more information about the final project prior to the SI (“I wanted to know about the presentation a little earlier”). Another information request was on housing: “The information the housing office provided was not totally sufficient, although they provided us good information.”

Workshop organization: Well organized and enjoyable. Three respondents expressed that they enjoyed the workshop and thought that the workshop was well organized and coherent (e.g., “I don't know how it was possible to organize such an intense yet enjoyable workshop so superbly. Thank you so much for all the hard work!” “It was extremely well organized. Each session was very informative and sessions were sequenced in a coherent order.”). One participant suggested having more time for discussion and less time on lecturing. Another suggested glancing over the topics at the beginning of the institute.

Staff support: Effective, efficient, and helpful. Jim Yoshioka's and other staff members' support was much appreciated by the participants. There were 13 positive comments regarding effective support SI participants experienced.

- I particularly appreciated [Mr. Yoshioka's] kind effort to provide us fresh fruits and treats every morning.
- I really appreciate everyone's work. Especially to Jim
- Kudos to Jim.
- EXTREMELY!!! Thank YOU, Jim!!!
- Every effective and efficient staff.
- I am very grateful to their support.
- Jim was really phenomenal.
- Mahalo!
- Thank you much!
- Wonderful staff!!!
- I really appreciate two GA's assistance in facilitating/helping the workshop behind the scenes.
- I really appreciate what Jim-san had done for us every day. Also Yukiko-sensee and Waka-sensee were very helpful all the time.

Facilities and technical support. A few participants noted that they liked the facilities (Closeness of the lab and the lecture room facilities) and the computer and wireless access. One indicated that those who stayed in on-campus housing had a difficult time finding dining options.

Length of the workshop: Extended length/dates and lesser intensity. Comments and suggestions regarding the length of the SI were extensive. Those who commented all wished the length of the SI to be extended for better learning and less intensity, given the density and amount of content covered in three days. Two respondents suggested that a break was needed to

prepare for the project presentation.

- It can be a little longer so that we can spend more time on some of the critical issues.
- A bit too tight schedule.
- I really wish it had been longer because it covered so much information.
- There were so much to learn and accomplish in 4 days session.
- I think it can a bit longer.
- I wanted one more day - perhaps start on Monday instead of Tuesday?
- I wish we had a bit more time. I wished we had started on Monday and a bit lighter schedule for everyday.
- It was really tough, but learned a lot. Seven-hour lecture in total was a little too long.
- Perhaps it could have been 5 days and opened up Thursday afternoon to prepare better for Friday's presentation. And/or set a little more time for hands on activities. But, this was great, too.
- Perhaps one day break before the presentation?
- Though, it would be better to structure the day better so that the "breaks" aren't so rushed, there is more sense of space of communication amongst the participants.
- It could have been better to have a bit more time. Add one more day and finish around 3 or 4pm everyday.
- I learned a great deal but I felt it was a little too short to digest all the materials.

Format of the workshop. Three participants had positive comments about the format variation and well preparedness of the workshops. Some of the recommendations participants made were on the inclusion of more hands-on work, a more in-depth treatment of content through hands-on activities, addition of an alternative option for the end-of-day workshop sessions, and utilization of an interactive learning format.

Positive comments:

- A great variety of formats
- The workshop was very informative and provided me with much needed resources.
- Kimi-sensei and JD's lectures were excellent! Kimi-sensei provided a tremendous amount of information on assessment by summarizing her book. In other workshops that I attended, we were assigned readings for the day after, thus, I ended up getting completely exhausted. This workshop was truly well organized!

Suggestions: hands-on, concurrent optional sessions, and interactive format

- There was no alternative to the optional session (the last one each day). I liked all the optional sessions, but there could have been another concurrent session (maybe, an option for the participants to get together and share their project?)
- Probably more hands-on work would be great!
- It would be nicer if the hands-on workshop has deeper contents.
- In the future, during the "seminar" it would have been much better to be sitting around conference table, rather than with the seminar "instructor" in the front and everyone facing one individual.

2. Academic Components: Activities, Materials, Facilitation, and Learning

Academic components of the SI received high ratings for their effectiveness (Average ratings were over 4.50 on a five-point scale for all items. See Table 3.) Participants were also in strong agreement that their overall expectations toward SI were met ($m = 4.89$). Together with the following positive comments, we can extrapolate that the delivery format, materials, peer-learning, and facilitation all supported participants' positive experience in the SI and their learning.

Valuable, immense, inspiring, insightful learning experience: Beyond expectations!

- I learned a lot during the institute.
- I learned a great deal.
- I learned a great deal in such a short period of time.
- The lecture was very informative.
- Professor Kondo-Brown's lecture was very organized and informative.
- I learned a lot from Yukiko-san and Waka-san's presentation.
- It was really informative and valuable.
- Assessment is very important issue in so many levels in my college. So the information I learned was very helpful.
- various ways of looking at assessment really opened my eyes to its usefulness
- It was insightful and inspiring!
- While I didn't have an articulated sense of exactly what I expected prior to attending the workshop, I found that overall, it was rich in content and I am leaving with many thoughts about what I may be able to not only apply, but think more extensively. That is, I think, a sign of incredibly successful workshop.
- It was beyond my expectations. To be honest, I didn't expect to learn this much in this workshop.

- It was really learning-rich week. Thank you very much.

Solid foundation and practical and applicable knowledge

- Provided sound theoretical background for the use of assessment in a practical situations.
- offered good opportunities to put knowledge to work
- I am satisfied that I now have solid foundation about assessment.
- I'm sure you know by now how much I enjoyed this workshop and appreciate all the work you have done. Thank you!!

Helpful facilitators

- All the facilitators were very helpful.

Helpful and invaluable materials (textbook and handouts)

- The textbook is an invaluable resource filled with lots of examples. This much needed textbook fills a void in the literature on Japanese language assessment.
- They were very helpful.
- textbook with clear expositions combined with extremely useful resources
- The materials were valuable, but it might have been easier to carry them if they had been distributed in an electronic format. Also, the electronic version is helpful when the participants want to share the materials with colleagues.
- Materials are well selected so they will become useful as I work on my project.
- I will fully utilize the textbook written by Kondo-Brown sensei.
- I will definitely utilize them for my teaching and assessment.
- EXTREMELY, YES!
- handouts expanded what I learned from the textbook

Shared learning

- I truly appreciate various ideas and concrete examples everyone shared during this workshop.
- Though there tended to be more uniformity amongst the facilitators, to the point of some redundancies, the range of participants - institutional as well as interests - were really valuable.
- As I mentioned above, this touched the critical issues that we've been thinking about for sometime. It was wonderful to get up to date information, practical activities, and developing the project that I wanted to do. I also learned so much from others!

Not only did participants learn a great amount of information on how to better think through assessment, but they also indicated their dispositional change, such as (a) heightened realization of the importance of assessment in pedagogy, (b) increased confidence in further learning about assessment, and (c) boosted confidence in advocating the importance of engaging in assessment (see comments below).

Dispositional change:

- As a language teacher I am now convinced that assessment is as important to my work as instruction
- I was really new to the field of language testing field. The lectures and workshops were really good way to have a road map to the field and made me feel ready to where to look and study further.
- It truly opened up my eyes to more possibilities to improve my courses.
- While some people see assessment [as] just another administrative work that makes us "busy", I truly believe that the PROCESS of thinking about & working together at the department level (with the college's support) truly makes us move forward. This workshop confirmed such process!

Table 3. *Academic Component and Overall Experience*

Academic component	<i>n</i>	<i>m</i>	<i>sd</i>	Strongly disagree				Strongly agree	
				1	2	3	4	5	
7) I found the variety of perspectives represented by workshop facilitators and participants valuable	19	4.89	0.32	0%	0%	0%	11%	89%	
8) I found the lectures from the facilitators to be valuable	19	4.95	0.23	0%	0%	0%	5%	95%	
9) I found the hands-on activities to be valuable	19	4.58	0.61	0%	0%	5%	32%	63%	
10) I found the materials provided (textbook, handouts, etc.) to be valuable	19	4.95	0.23	0%	0%	0%	5%	95%	
11) I found the process of learning about, developing, and discussing assessments for Japanese language instruction relevant to my professional development	19	4.95	0.23	0%	0%	0%	5%	95%	
12) I was satisfied with the facilitation of the workshops	19	4.95	0.23	0%	0%	0%	5%	95%	
Overall experience:									
13) Overall, my expectations of the workshop were met	19	4.89	0.32	0%	0%	0%	11%	89%	

Any successful institute can also have some room for improvement. Three participants again articulated the need to spend more time for lectures and activities. A few commented that they would like to see more hands-on activities and contextualization of the activities used in the workshop. Other suggestions for improvement included (a) introduction of content beyond the textbook, (b) access to the textbook prior to the SI, and (c) more in-depth treatment of validity testing.

More time needed for activities and lectures

- Wish there was more time...(for lecture)
- We didn't have time to do all the prepared activities because of the time limitation.
- I wish we had a bit more time, though.

More hands-on activities

- I personally prefer hands-on activities although lectures were also helpful.
- I wanted a little more hands-on activities.
- More activities may have helped.

Contextualization of the activities

- These (activities) were less useful, in part, because it seemed "inauthentic" in the sense that we had little sense of what the context in which these exercises would be realized.

Lecturing beyond the textbook

- Could have lectured a bit more beyond the textbook.

Access to textbook prior to the SI

- It might be nicer if we get the textbook before coming to the workshop.

More learning opportunities:

- I wanted to learn more about measuring validity of tests.

3. Participant Learning Outcomes

In the survey, participants assessed to what extent what they feel they gained during the SI (i.e., learning outcomes of the SI) helped them engage in better assessment practices in their programs (see Table 3). Overall, all learning outcomes of the SI were perceived as helpful to the participants (i.e., a strong agreement that all outcomes helped the participants to enact effective

assessment). The following three learning gains were perceived as most helpful ($m = 4.79$) in allowing the participants to engage in good assessment practices.

- 3) Increasing my understanding of validity, reliability, and other issues in designing achievement / classroom tests in general
- 4) Broadening my knowledge and skills for designing, implementing, and rating oral performance tests
- 9) Strengthening my knowledge about assessing program-level learning outcomes

The least helpful learning gain to actualize better assessment practices was “improving my conception of communicative competence.” Some of the learning outcomes (e.g., self assessment, alternative assessment) were new for some participants ($n = 2$), while some participants expressed that the SI content was a good refresher ($n = 2$).

New knowledge, strengthened knowledge:

- The alternative assessment wasn't covered in my graduate class, so all information about the alternative assessment was helpful.
- I didn't know anything about self-assessment, so it was great to learn it.
- I always wanted to learn about OPI and this session was really helpful.
- I didn't know much about assessment, so I learned a great deal.
- "This (Outcome #3: validity and reliability) is always an important, but often overlooked area and the workshop not only strengthened my understanding of how I may improve my efforts but also heightened my sense of the importance of these factors.
- I really did not have a strong understanding about the assessment details. I will focus on those items close.
- I refreshed my learning by attending this institute. Thank you.
- I took an assessment course long time ago, but it was a good refresher.

Table 4. *Learning Outcomes*

Learning outcomes Institute has helped me engage in better assessment practices in my Japanese courses/program by...	<i>n</i>	<i>m</i>	<i>sd</i>	Strongly disagree: 1
1) Enhancing my knowledge about fundamental issues concerning assessments (e.g., NRT vs CRT, Formative vs. summative assessments, teacher-centered vs. learner-centered assessments, etc.)	19	4.68	0.67	0%
2) Strengthening my knowledge about test item writing methods and response formats	19	4.68	0.48	0%
3) Increasing my understanding of validity, reliability, and other issues in designing achievement / classroom tests in general	19	4.79	0.42	0%
4) Broadening my knowledge and skills for designing, implementing, and rating oral performance tests	19	4.79	0.42	0%
5) Improving my knowledge about alternative assessments (e.g., portfolio assessments, self-assessments, etc.)	19	4.74	0.45	0%
6) Developing my knowledge and skills for designing, implementing, and rating written performance tests (e.g., compositions, reports, etc.)	19	4.74	0.45	0%
7) Enhancing my knowledge about item quality analysis for classroom tests	19	4.74	0.56	0%
8) Improving my conception of "communicative competence"	19	4.53	0.70	0%
9) Strengthening my knowledge about assessing program-level learning outcomes	19	4.79	0.42	0%
10) Increasing my knowledge about critiquing and using proficiency tests (e.g., ACTFL OPI) for program-level assessments	19	4.68	0.48	0%

4. Open-ended Comments

The final section of the survey solicited participants' (a) perception on the most valuable learning experiences, (b) the SI effect on teaching, (c) dissemination plans, (d) suggestions for improvement, (e) strength of the SI. For detailed commentaries made by the participants, please see Appendix B—F.

Most valuable learning experience(s) at the workshop. The discussion among participants ($n = 5$), rubrics and rater training ($n = 4$), OPI workshop ($n = 3$), program-level assessment ($n = 4$), portfolio assessment ($n = 4$), and use of Excel for assessment ($n = 1$) were some of the topics that were addressed as valuable and useful to the participants.

SI effect on teaching and professional development. Seven participants felt they will be able to either improve the current assessment practices or create new assessment tools for their program (e.g., portfolio, rubric). Five participants felt more confident in conducting a program-level assessment and a program review when they go back to their home institution. Another interesting impact for some participants was that learning about best assessment practices triggered participants to also rethink their pedagogy.

Dissemination plans. Most participants articulated an immediate plan to share what they learned with colleagues in the department. Some of the dissemination formats included department lectures, presentations, faculty retreat, meetings, workshops, and informal conversations. Some also planned to share the assessment tools they created, so that colleagues can learn from the best practices.

Suggestions for improvement. The most prominent suggestion was to allocate more time for group interaction and group work. Participants considered it valuable to share example tools and discuss ideas and issues with instructors from other institutions. This was a repetitive theme that came up throughout the survey, and future SI organizers may want to consider inclusion of sufficient discussion time.

Strength of the SI. Highlighted strengths of the SI by the participants were good topic selection, flow of topics, effective lectures, balance between theory and practice, and the structure of the workshop. Open-ended comments in the satisfaction section of the survey also reflected these high points. In terms of logistics, participants reiterated that the organization, time management, facilitators' preparedness and knowledge, travel and parking support, refreshments,

housing support, and welcoming atmosphere were the strengths of the SI.

CONCLUSION

The summative SI evaluation data indicated that participants of the NFLRC's 2012 Summer Institute gained a significant amount of knowledge and skills (and confidence) to make improvements in course-level and program-level assessment practices in their home institutions. They also indicated a great increase in their confidence to follow through with their assessment project and disseminate what they learned locally and beyond the university community. To sustain participants' interest and learning, the feedback NFLRC facilitators will be providing to participants' assessment projects will be invaluable. A follow-up evaluation will need to be done to track changes in and sustainability of SI participants' assessment practices.

Overall, the institute was well organized and highly successful, evidenced from participants' expression of their gratitude to the organizers, facilitators, and the support staff. Below are some of the compliments made by the participants:

- "Lectures were great, but I really enjoyed all the aspects of the workshop.
- Everything! Thank you for a wonderful four days of learning. It brought back the excitement of learning experienced in college! I look forward to a Part 2 of the Assessment institute for Japanese instruction someday! Mahalo nui loa.
- Everything was very well organized and enjoyable except that each session was a little too long.
- EVERYTHING!! THANK you!!!
- Thank you very much!"
- The workshop went extremely smoothly.
- Every aspect of the workshop was great.
- Thank YOU, Kimi-sensei and JD!!
- Everything was great!
- Everything was perfect.

APPENDIX A: ONLINE EVALUATION SURVEY

WORKSHOP EVALUATION

Your assistance with this questionnaire will be greatly appreciated. There are 4 parts. Please take the time to assess the effectiveness of the workshop. Completing it carefully will help those who participate in future Summer Institutes. Thank you very much!

PART A – ABOUT YOU

* indicates a required field

Gender *

☐ Male

☐ Female

Age

What is your position title? *

Years of foreign language teaching experience *

Next

PART B – EVALUATION OF THE WORKSHOP

Please check the phrase or statement that best applies to your experience. Feel free to add any comments (in English or Japanese) to clarify or enhance your responses.

* indicates a required field

1) How did you find out about the 2012 NFLRC Summer Institute? *

☐

ATJ

☐

Flyer

☐

Email/WWW

☐

Conference

☐

Colleague

☐

Other

Comment (B1)

2) The information I received about the Summer Institute workshop prior to coming was adequate for my needs *

1 2 3 4 5

Strongly Disagree

☐☐☐☐☐

Strongly Agree

Comment (B2)

3) The workshop was well organized and well run *

1 2 3 4 5

Strongly Disagree

☐☐☐☐☐

Strongly Agree

Comment (B3)

4) The staff was helpful *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Comment (B4)

5) The workshop facilities and technical support were adequate *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Comment (B5)

6) The length of the workshop (4 days) was appropriate *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Comment (B6)

7) I enjoyed the overall format of the workshop (lectures, demos, hands-on work, project work / presentations, etc.) *

1 2 3 4 5
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Comment (B7)

8) I found the variety of perspectives represented by workshop facilitators and participants valuable *

1 2 3 4 5
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Comment (B8)

9) I found the lectures from the facilitators to be valuable *

1 2 3 4 5
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Comment (B9)

10) I found the hands-on activities to be valuable *

1 2 3 4 5
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Comment (B10)

11) I found the materials provided (textbook, handouts, etc.) to be valuable *

1 2 3 4 5
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Comment (B11)

12) I found the process of learning about, developing, and discussing assessments for Japanese language instruction relevant to my professional development *

1 2 3 4 5
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Comment (B12)

13) I was satisfied with the facilitation of the workshops *

1 2 3 4 5
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Comment (B13)

14) Overall, my expectations of the workshop were met *

12345

Strongly Disagree

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Strongly Agree

Comment (B14)

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PART C – LEARNING OUTCOMES

Please check the phrase or statement that best applies to your experience. Feel free to add any comments (in English or Japanese) to clarify or enhance your responses.

* indicates a required field

The summer institute has helped me engage in better assessment practices in my Japanese courses/program by...

1) Enhancing my knowledge about fundamental issues concerning assessments (e.g., NRT vs CRT, Formative vs. summative assessments, teacher-centered vs. learner-centered assessments, etc.) *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Comment (C1)

2) Strengthening my knowledge about test item writing methods and response formats *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Comment (C2)

3) Increasing my understanding of validity, reliability, and other issues in designing achievement / classroom tests in general *

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Strongly Disagree

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Strongly Agree

Comment (C3)

4) Broadening my knowledge and skills for designing, implementing, and rating oral performance tests *

12345

Strongly Disagree

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☐

Strongly Agree

Comment (C4)

5. Improving my knowledge about alternative assessments (e.g., portfolio assessments, self-assessments, etc.) *

12345

Strongly Disagree

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Strongly Agree

Comment (C5)

6) Developing my knowledge and skills for designing, implementing, and rating written performance tests (e.g., compositions, reports, etc.) *

12345

Strongly Disagree

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Strongly Agree

Comment (C6)

7) Enhancing my knowledge about item quality analysis for classroom tests *

12345

Strongly Disagree

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☐

Strongly Agree

Comment (C7)

8) Improving my conception of "communicative competence" *

12345

Strongly Disagree

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Strongly Agree

Comment (C8)

9) Strengthening my knowledge about assessing program-level learning outcomes *

1 2 3 4 5
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Comment (C9)

10) Increasing my knowledge about critiquing and using proficiency tests (e.g., ACTFL OPI) for program-level assessments *

1 2 3 4 5
Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Comment (C10)

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PART D – OPEN-ENDED QUESTIONS

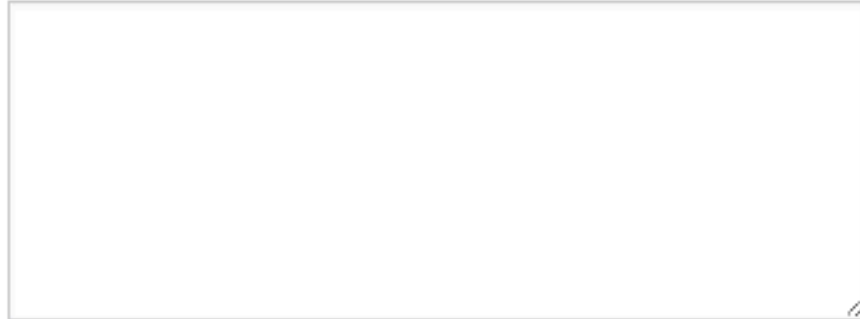
Please take the time to respond to the following open-ended questions. Your comments (in English or Japanese) will help participants in future Summer Institutes and assist us greatly in preparing our evaluation report for the 2012 Summer Institute.

* indicates a required field

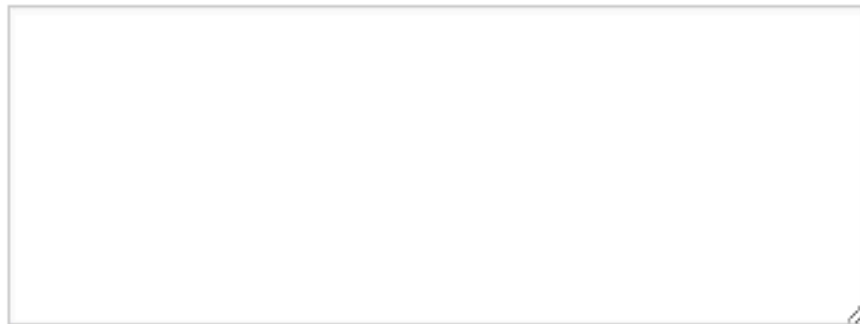
1) Please describe your most valuable learning experience(s) at the workshop (e.g., a specific session, a conversation with a workshop facilitator / another participant, the project work, etc.). *

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2) What effect will the workshop have on your teaching / professional development? *

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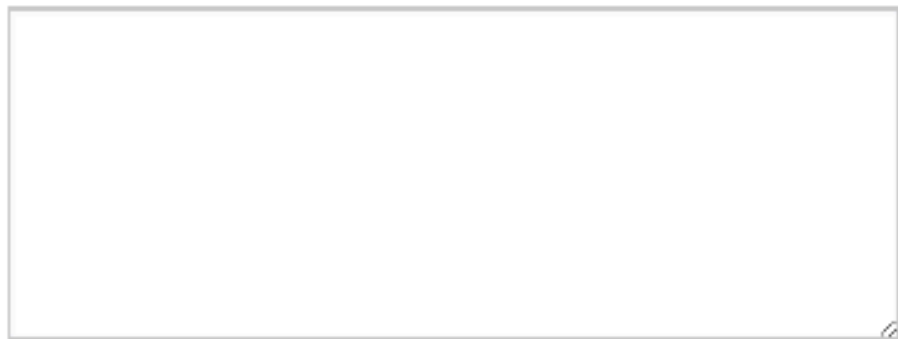
3) How do you expect to share / disseminate what you have learned with colleagues at your home institution? *

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4) What could we have done better at the workshop? *

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5) What did we do particularly well? *

A large, empty rectangular text box with a thin grey border, intended for the user's answer to question 5. A small icon is visible in the bottom right corner.

MAHALO FOR YOUR TIME!

どうもありがとうございました。

Please press the button below to submit your evaluation form answers.

Submit

APPENDIX B: OPEN-ENDED COMMENTS #1 (VALUABLE LEARNING EXPERIENCE)

(1) Please describe your most valuable learning experience(s) at the workshop (e.g., a specific session, a conversation with a workshop facilitator / another participant, the project work, etc.).

Participant discussion:

- Discussions, Q&As with participants.
- Interaction with other participants.
- The process of putting together the presentation integrating what we have learned throughout the week and then hearing validation from another participant about the importance or need for the tool that was created.
- Learning that many of the other participants share similar concerns, even though they teach in very different circumstances, with different institutional mandates, was extremely valuable. Their efforts in devising practice, and their thoughtfulness and creative efforts were particularly impressive.
- **Usefulness** of the assessment and **peer evaluation** tools are useful for my project.

Rubrics and rater training:

- Prof. Kondo was very knowledgeable and great scholar about the language assessment. I learned enormous amount of things about the Japanese teaching and especially assessment and **rubrics**. I will continue to study and make more improvement on my program in service learning. All of the participants were very encouraging people.
- **J.D.'s morning sessions.** Sessions about **making rubrics and the textbook.**
- **Rating oral performances** using different types of scoring sheets/rubrics.
- Got lots of **examples of rubrics and the rationale** behind it; using rubrics to test **inter-rater reliability** to assess my own rating.

Program-level assessment:

- A session about **program-level outcomes assessment** and talks with facilitators about the topic
- Also, Yuki-san's (**program-level assessment**) was very interesting to hear."
- "**Program-level evaluation workshop** by Yukiko-san.

ACTFL OPI:

- Waka-san's presentation with **ACTFL performance** was great; I have never seen test-takers' performance. "
- Waka-san's session on **ACTFL OPI** was very helpful with actual videos of students speaking, too.
- "Overall, all the lectures were very helpful to enhance my understanding of assessment. Especially, the lesson on **program-level assessment, OPI, and OPI's application to create a list of program-wide learning outcomes.** (OPI and program-level assessment)

Portfolio:

- Understanding in depth about **portfolio** (different use, style, etc.) will surely help me in becoming a better teacher.

Use of Excel for assessment:

- JD-sensei's hands-on lesson **using EXCEL** was helpful to strengthen my understanding of the morning lecture.

Terminologies:

- introduction of **many terminologies**, which are all new to me.

Non-specific:

- Lectures in the morning by Dr. Kondo-Brown about assessment in general were very inspiring and made me think about how to conduct assessment. Lecture handouts were very useful and they can be used for references in the future.
- I'm really thankful that the facilitators share a lot of useful materials that can directly be employed (copy and paste practically) in the actual teaching.
- I enjoyed **Kimi-sensei's lectures**, and learned a lot from her.
- **lectures** I received from **J.D> Brown and Kim Brown**.
- I learned a lot from sessions, but also the presentation made me really think very hard about assessments.
- I found every aspect of the workshop as valuable experiences. I appreciated various kinds of information regarding the assessment (from test item analysis to alternative assessment) and all the conversations I had with participants and facilitators, and it's very hard to pinpoint specific aspects.

APPENDIX C: OPEN-ENDED COMMENTS #2 (THE IMPACT OF SI ON TEACHING AND PROFESSIONAL DEVELOPMENT)

(2) What effect will the workshop have on your teaching / professional development?

Increased capacity to conduct program-level assessment:

- Increase in the **ability to do program-level assessment**; student grades.
- I was able to learn what I wasn't aware of. The rubric samples will be very useful for future teaching planning.
- It will make me reflect on my **assessment and instruction** in the coming semesters and will help me improve my own courses and our program.
- Also, I would like to use what I learned in this workshop to **program-level evaluations** as well.
- I will develop **better courses** and hope to help our **program review** in 2013.

Improvement to currently used assessment instruments and creating new instruments:

- "The impact of the workshop is big in many areas. It provided me with ideas for putting together a **self-assessment rubric** which I will use in the fall. I will also **improve the rubrics** I currently use for oral and written tests.
- In our monthly Japanese program meetings, I also plan to bring up the idea of **possibly analyzing our current placement test**. I would also like to create a **pre-test & post-test for all study abroad students** in addition to **the capstone project** for study abroad students we are currently using."
- I would like to review what I learned during the institute and rethink how to **modify all the assessment tools** I created.
- **Implementation of rubrics** to various evaluations in all levels of teaching.
- I will use **different portfolio** in class for sure.
- I'll definitely start looking at every assessment I give with more informed perspectives, and I'm hoping to keep **improving various assessment tools** every semester.
- I have a better understanding of **assessment tools**

Change in teaching and program practices

- I will most definitely work through many of the things that I do currently and expect that the experience of the Institute will have impact for many years to come, every time I am **teaching**.
- Changing **my teaching/assessment fundamentally**.
- I feel that I can make some **constructive changes in my program**.

Awareness about best practices:

- I'll be more **conscious about issues related to assessment** and its significance.
- I gained important information on assessment so that I can work as a point person to **facilitate and advocate assessment** in the department.

Other:

- I want to improve and learn more what I have started. I was not so sure which way I was going before I came to session.
- Although I'm not in the position to "change" the placement test, this workshop was extremely helpful to achieve my dream of **teaching language teachers**. I really found my role model here. I really hope in the near future I can be like Kondo-Brown-sensei. Thank you so much!
- I will further polish the project and **share the information** learned from this workshop with my colleagues.
- I'll definitely **apply** what I have learned in the workshop **in my work place**.
- I learned about a variety of rubrics.

APPENDIX D: OPEN-ENDED COMMENTS #3 (DISSEMINATION PLANS)

(3) How do you expect to share / disseminate what you have learned with colleagues at your home institution?

Information sharing with colleagues and in the department (lectures, presentations, retreat, meetings, workshop, informal conversation, sharing of tools)

- Immediately, I am planning to have an **informal presentation** for faculty in language departments and programs at my university.
- Also, I will probably have chances to **share the information with my immediate colleagues** in the Asian language program through **informal conversations**.
- I will **discuss** what I learned. I will share the assessment tools I will create.
- The changes for improvement that I mentioned above will be shared within our Japanese program and with the foreign language program at **the monthly meetings** we have each semester.
- I would like to **discuss** how to incorporate students' perspectives in evaluation and course content decisions.
- I will **share** what I learned here with the other **Japanese assessment project group members and with the members of my department**.
- I will finish up my PowerPoint slides that I created for this institute and use them to **present my project at local conferences**.
- I will **copy the materials and share them with other Japanese instructors** at my institution.
- I plan to **include assessment piece as agenda in the department retreat** at the beginning of the academic year to implement the assessment.
- I will **tell my chair about the session** and work hard to see if University would support my program in language learning.
- I will be **running a semester long internal workshop** in our department. I also hope to develop a better coordination with other Japanese language programs in the NY area to consider these assessment issues.
- I'd like to actually **use the assessment tool** that I developed for my class teaching. Also, I will **talk to my program director** and inform them of possible faults with the placement test... At least, I will take a look into it and see if the test is valid and reliable.

- My **presentation** has already been scheduled **in the faculty meeting** in September.. I would like to talk with some focus on program-level assessment.
- To **give lecture** on the topic to graduate TAs and colleagues.
- I'm sure there will be **a meeting with my colleagues** about this workshop.
- I'll **share this with my colleagues** in my department as well as my colleagues in a Japanese language field (e.g. **regional ATJ conference**).
- I'll first **present the program assessment information to my colleagues** in the East Asian Department because it's one of the pressing need for us right now.
- I plan to incorporate assessments in the summer workshop that I conduct at my institution for my colleagues.

University-wide, cross-campus

- I'll also give a **talk to the linguistics circle at our university**.
- I am also hoping to speak to a person at **Center for Language Teaching** to perhaps have **an informal mini-workshop or information exchange session** there for all language teachers.

Cross-campus, regional, and national conferences

- I will discuss this matter with my colleagues in nearby my campus.
- Hope to present some presentation in teachers' conferences.

APPENDIX E: OPEN-ENDED COMMENTS #4 (SUGGESTIONS FOR IMPROVEMENT)

(4) What could we have done better at the workshop?

More time for group work, discussion, and sharing of tools

- **More time for group work would have been better.**
- **It would have been nice if there was a little more time to discuss assessment issues in smaller groups with similar concerns and come up with a solution."**
- **It would have been more helpful if I could share more ideas with other teachers about their assessment tools. It would be great if I could see other school's placement test, chapter tests, quizzes and make them into a booklet (private use only) and analyze them together.**
- **A little more time for discussion between topics would be nice so that we can learn from professors from other institution.**
- **At times, I felt that the schedule was too tight and we weren't able to think and discuss in depth. This is not a problem, however.**
- **Shorten the presentation session or a fewer presentation and more discussion.**

More feedback on test items

- I would have liked to have **more feedback** on test item(s) that I have created or my assessment rubric a little more.

More frequent breaks

- **A little break** (5-6 minutes) every hour will be helpful.

Satisfied, None, Other:

- "The summer institute was very well planned and I am already satisfied with what I have been able to gain from it.
- I was able to accomplish more than what I expected. I truly thank everyone's support. Thank you!
- I cannot think of anything right now. I feel overwhelmed with my great experiences here.
- It was really good -- any change will have a wash back effect.
- NONE!!

- None.
- Other than some mechanical suggestions I made earlier in this response, I don't have many.
- Nothing! Everything was done way better than what I had expected. Thank you so much!
- Have a party at Waikiki after the workshop! :)

APPENDIX F: OPEN-ENDED COMMENTS #5 (STRENGTH OF THE SI)

(5) What did we do particularly well?

Academic content and delivery (topic selection, flow of topics, lectures, balance between theory and practice, structure of the workshop)

- Covered **various topics**.
- "The **flow of topics** from the beginning to the end is well thought out, reflecting the integrity of the thought process of the Institute.
- **Comprehensiveness** of the topics.
- Topics covered were well selected.
- Many **concrete materials** in the workshop packet. **Lecture session** was useful.
- Combination of **lectures and hands-on tasks**, or **theoretical understanding and practical application**
- I think I was thinking critically all the time and was open to other teachers' suggestions. I'm happy that I could raise my hand a few times during the session to express my ideas.
- Structure and organization of workshop
- Morning lectures were excellent.

Logistics and support (Organization, time management, facilitators, travel and parking support, refreshments, housing support, welcoming atmosphere)

- Everything - The workshop was **well-organized**
- **Organization** was meticulously done.
- Organization and logistics.
- Kept everything **on time**.
- Supportive **facilitators**.
- All the **facilitators** were knowledgeable, friendly and enthusiastic.
- Also, the fact that **teachers all had different background**, etc. made it even better. Great job (I'm not saying you did good because you chose me, but...) overall!!!
- The lectures were very **well prepared**.
- Thank you for arranging weekly **parking pass** for Honolulu participants. It help me greatly.

- Very generous **travel support**. I was probably not able to participate if the support was not there.
- I hope there is **budget to support** this workshop next year as well.
- The **housing arrangements** were done thoughtfully.
- I won't forget the taste of the Hawaiian papaya. The **fruits** were great!
- Delicious **refreshments**!
- Made us **feel at ease and welcomed** to this workshop. It made our learning experience so enjoyable.
- Special thanks to Jim for all the yummy **food**! Mochi was great. Thank you so much for everything. I learned a lot and am going home with renewed enthusiasm!
- Great experience and I want to come back.